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ABSTRACT

Advice about advising and counseling minority students at predominantly white colleges and data about the enrollment and majors of minorities are provided. Included are a list of hints concerning: personal relations and student retention, educational development, financial assistance, and career planning. A list of words and phrases that offend minority students is also provided, along with a checklist questionnaire to help educators identify behavior they may display in and out of the classroom that is interpreted by students as prejudicial, hostile, and discriminatory. Attention is also directed to: ways that high school counselors and college admissions staff can help students maximize their chances of entering and succeeding in college; recommended courses for college-bound students for grades 9-12, and information on federal student aid programs. A few recommendations for college administrators are also included. Several statistical tables cover: the types of institutions attended by minority students by racial/ethnic category; majors selected by male and female minority students; mathematics, science, and English enrollments for minority high school students; and composite American College Testing Program and Scholastic Aptitude Test Scores of minority students. (SW)

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Helpful Hints for Advising and Counseling Minority Students

In predominantly white
colleges and universities

By George A. Jackson, Ph.D.



About the Black Cultural Center

The Black Cultural Center, Inc., is a nonprofit organization that provides cultural services and educational materials to students, schools, colleges and universities, educational associations, and the ISU/Ames community. The corporation was established in 1969 and the center opened for service to the ISU/Ames community on January 1, 1970. The business and activities of the corporation and the center are managed by a Board of Directors consisting of student leaders, community people, and ISU faculty and staff.

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Single copies of this booklet may be purchased for \$2.50 per copy. Multiple copies of 50 or more are available for \$2.00 per copy. Payment and/or purchase order should be addressed to Minority Student Affairs, 301 Beardshear Hall, Iowa State University, Ames, Iowa 50011.

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Introduction

When they first entered my class I knew they would fail the course; and they did. That is why I didn't try to teach them anything.

—The Instructor

As a result of the struggle for egalitarianism in the late 1960s, higher education began opening its doors to students who, until then, had been largely excluded—minorities, blue-collar youth, and women. This struggle led to open admission, and enrollment trends began to change in many colleges and universities. Students who had long been denied access to institutions of higher education began to graduate from high school and enter institutions of higher learning. Colleges and universities proudly displayed statistics showing increased minority enrollments and pointed to new scholarship programs for the financially disadvantaged.

It was soon learned that open admission in and of itself was not enough to complete the promise of equalizing educational opportunity, and by 1970 pressure for additional reform was mounting. Many commissions were appointed to study the problem of nontraditional students in higher education. Their findings included some alarming statistics about the failure of the system to engage and hold nontraditional students. The Newman Report (1971) stated, "Only about one-third of those who enter college each year will complete a four-year course of study." Moyer (1972), on the same subject, stated that drop-out rates for the "new students" were even more alarming because only one-half completed the first two years of college. Reports such as these made it evident that if higher education was going to carry the egalitarian concept beyond its doorstep, it had to provide a more rewarding educational experience for

nontraditional students. Thus, support programs were developed to meet these needs. These programs included tutorial assistance, counseling assistance, and advising. Students who took advantage of these services found them to be helpful. However, the students who needed these services the most often did not take advantage of them. Thus, a large percentage of minority students continued to leave college without a degree.

As we enter the halfway mark of the 1980s, phrases like "equal access" and "equal opportunity" are still among the most popular catch words in higher education. Virtually all college administrators, faculty deans, and department heads claim to support equal educational opportunity for all students. However, when you ask them why are minority students not completing college at the same rate as majority students, most will honestly tell you they do not know, or they will refer you to someone else within the department who will then explain the reason is poor high school preparation and/or family background.

Through follow-up sessions with students and with further study on college attrition, we believe we have discovered some of the reasons why students did not accept certain services and why other services did not provide the desired results. *Helpful Hints for Advising and Counseling Minority Students* is a report of what we discovered to be a missing link in our present support system. It is designed to make readily available to educators information about advising and counseling minority students that is not commonplace in today's literature. We believe that if the information is correctly used, along with what is already known about advising, the adviser will do a more complete job of advising students.

Helpful Hints for Improving Personal Relations and Student Retention

I. Personal Adjustment

1. Help students gain the confidence needed to take responsibility for their *own lives* by emphasizing their strong points, while helping them overcome their weak points.
2. Plan ahead when dealing with minority students. These students resent being called or treated like *problem cases* or *special students*.
3. Do not assume that every minority student is disadvantaged or is in a program for low-income disadvantaged students. There are many high-ability minority students in predominantly white colleges today.
4. Establish rapport by remembering unique information about the student.
5. If possible, get to know the student's parents. Most minority students hold their family in high esteem, and would not like to bring any embarrassment to members of their family.
6. Keep in frequent contact with the student. Take the initiative; do not always wait for the student to come to you.
7. Do not be upset if some students initially reject your support. Disappointment dies hard when it has constantly been a major part of a student's life.
8. Do not try to be something you are not. If you are a very conservative person and do not support liberal ideas, do not try to impress the student by assuming that he/she does. Nor should you involve yourself in "hip talk" or irresponsible behavior to win acceptance. It will lose you the student's respect.
9. Students play games, but do not treat minority students as though they are the only group with expertise in this area. However, when you discover that games are being played, confront the student. This gains respect. But remember, there is a difference between confronting and putting a student down. The latter is showing the student who is in charge; the former is saying, "I hear you, but your facts don't check out. Let's see if we can work out our differences."
10. Introduce minority students to other minority faculty and staff early in the semester. Positive role models help to develop confidence.
11. Tell students to check and recheck the dates for all assignments. Frequently handing in assignments late gives the impression of irresponsibility or a lack of interest.
12. Do not single out minority students for ethnic/minority-related questions only.
13. When possible, design a schedule that will support work-study because part-time work seems to facilitate persistence, especially if the job is located on campus.
14. Do not assume that every 6'8" Black student is a basketball player.
15. Treat the student athlete like a *student*. This will help him/her keep priorities in the correct order.
16. When advising, place yourself in the student's position and act accordingly. *Empathy*, not *sympathy*, is the key to helping minority students who seek your assistance.

II. Educational Development

1. Explain to the students the organizational structure and administrative system of the university. Let them know that while it may not always seem to be the most effective and efficient way of conducting business, learning how to work with (rather than against) the system places most students in an advantageous position.
2. Do not channel all requests of minority students to a few overburdened minority faculty and staff members. Nonminorities have expertise and they are willing to share if asked or encouraged.
3. Do not be reluctant to recommend another college or university if you think that the present one is inappropriate for the student's talents, career goals, or outlook on life. Do not overlook the historical Black colleges. They have a unique mission and accomplish it quite well!
4. Avoid drawing conclusions about a student's ability until a complete assessment of his/her records has been made.
5. When assisting with scheduling, make sure there is an attempt to put together the best possible schedule—one that maximizes the student's talents and minimizes his/her limitations. It is important that the first schedule build confidence in the student's ability to do college work. One of the most important steps toward graduation is a successful first year.
6. When assisting with scheduling, use all available information resources—high school rank, SAT and ACT scores, high school performance (GPA, courses taken, and student's activities that develop and show leadership skills).
7. Try to determine reasons for poor academic performance and direct the advisee to the appropriate support service early.
8. Have the student contact referral resources such as financial aid, support services, and instructors in your presence.
9. After studying the student's records, try to determine how the use of this information can enhance the student's growth and development.
10. Try to determine if high school grades are consistent with test scores. Past performance is the best *single* predictor of future performance.
11. Try to determine if academic ability is supportive of the student's educational plans and encourage realistic goals.
12. Explain to the student that educational productivity is a continuous process. One must work at it every day and not just before test time.
13. Explain to the students that their instructors, regardless of academic rank, are concerned about their development, and welcome the opportunity to provide assistance when and where possible.
14. Encourage students to meet with their instructors early in the semester and ascertain the types and kinds of progress they need to make if they are to receive exceptional grades (i.e., how tests are weighted, research papers, etc.).
15. Encourage students to use the library often. Make it a part of all orientation or pre-college visitation programs.

16. Emphasize the importance of writing well, and encourage students to write often and seek constructive evaluation of their writing.

17. Explain the difference between *quality* of work and *quantity* of work, not in elementary terms because students will see this as a "putdown." Point out that quality of work must match the quantity of work. Make sure students understand that it is both quality and quantity of work that earns superior grades (or additional points in grading).

18. If tutorial assistance is suggested, such a service has been found to be more productive when the student, tutor, and instructor meet to discuss what the student's problems are and how they can best be handled. This system works better than one that only refers the student to a tutorial service for help.

19. Many minority students are late bloomers; that is, they do not do as well as majority students initially. Therefore, plan a program of study that contributes to adjustment and future productive performance by concentrating on a successful first year.

20. Limit the number of credits to the required minimum for freshmen who have low standardized test scores accompanied by low high school rank and grade point average.

21. Help the student set reachable goals and increase your expectations for the student as the student makes progress.

22. Be very careful when using standardized test data as the primary criterion for predicting future performance of minority students. Such test data when used alone are not the best predictors of future performance of minority students.

23. Never use standardized test data as the only criterion for admitting or denying a minority student to an institution of postsecondary education, or to a program of study within an institution. Historically, such tests have not been the best predictors of college completion.

24. When standardized tests are used, explain to the student the purpose for such tests and how the results will be used to aid his/her progress. (Note: Historically, tests have been used for channeling Black high school students into "slow tracks" and mentally retarded classes and for screening them out of higher education and jobs. Thus, such tests are seen as negative experiences by most minority students.)

25. Monitor student progress frequently.

26. Believe in the student's ability to do the work. Students will perform as they are expected to perform! According to educational research, academic expectations are sometimes unconsciously associated with the following items or situations. Thus, instructors, counselors, and advisers should be particularly aware and on guard against the following items and situations when working with minority students:

a. SES (Socioeconomic Status)—lower expectations for poor students as identified by the types of jobs held by parents and the place of residence.

b. Race—Blacks, Hispanics, and American Indians.

c. Low Test Scores—indicators of "fixed ability" precluding any possibility for improvement.

d. Negative Comments—often received from colleagues who have had one or more "bad experiences" with a minority person.

e. Type of High School—inner city or all-Black, American Indian, or Hispanic.

f. Speech Pattern—negative clues from any nonstandard English statements.

g. Readiness—assuming that all students should be performing at the same level.

h. Neatness—associating poor performance with poor organization and handwriting.

j. Seating Position—associating low expectations of students who select seats in the back of the classroom.

27. Evaluate very closely student productivity in math and English. If his/her records show gross limitations, place the student in the skill development courses or have him/her tested for more definitive information.

28. When making housing assignments for minority students, give priority to on-campus living when possible. It seems to support persistence.

29. When advising minority students who are in graduate and professional schools, remember they are hindered more by a lack of minority faculty mentors and role models than by inadequate educational preparation.

30. When working with students, if you make a mistake in judgment, do not be afraid to say, "I made a mistake. You are much better than the first impression I made of you."

31. Conditions that help improve learning for minority students:

a. When they know specifically what is required of them in a course, rather than trying to figure out what will be included on the examination.

b. When a variety of instructional materials and methods are used rather than a single test.

c. In classes where the instructor uses hands-on-activities: book reports, research papers, and class presentations with the lecture supported by office appointments.

d. Teacher-directed small group discussions on topics of interest to the students.

e. The assigning of a sample test for practicing and discovering the preferred style of the professor.

III. Financial Assistance

1. Ascertain if the student is a financial aid recipient. If he/she is, explain the university's standards of academic progress as they relate to financial aid. Recommend that the student meet and have a full discussion with a financial aid counselor early in the semester.

2. When building the financial aid package for minority students, grants and scholarships seem to have a positive effect on retention.

3. Money is a personal subject. It is personal and sensitive when being discussed with minority students who are poor. Therefore, make sure students are not being treated like welfare recipients, thus reinforcing stereotypes.

4. When counseling and/or advising students about the financial aid process, emphasize the importance of the following:

a. Budget building.

b. Budget review, evaluation, and revising.

c. The advantage of making all necessary budget adjustments on *actual* cost.

d. Completing your financial aid application for federal assistance early, including all necessary tax data.

e. When your financial aid is received, do the following: deposit all monies immediately; only write checks for the *actual amount needed*; monitor your checking account each month by comparing your canceled checks with your statement.

f. If you determine that you are consistently faced with a cash flow problem, do the following: evaluate your credit habits; review all items for which you are spending money; anticipate emergencies; cut back on expenses that are not a necessity.

IV. Career Planning

1. When possible, ascertain whether or not the student is a "first generation" college student. This may give you some insight as to the types and kinds of conversations the student may have listened to while contemplating college.

2. Since most minority students are highly career oriented, be as knowledgeable as possible about career opportunities and job outlook for various majors.

3. Encourage advisees to consider and develop career alternatives when and where appropriate.

4. Determine whether the student's career goal requires four years of college training. If it does, explain to him/her what this means in terms of commitment. If career goals are clear and four years of college are not needed, recommend the appropriate training.

5. Point out to students that the phrase, "You can be anything you want to be," must include ability, hard work, determination, sacrifice, persistence, follow-up and follow through, and the initiative to make and take advantage of all opportunities that will present themselves.

Words and Phrases that Offend Students

(Because of limited space, it is not feasible to list all of the phrases that offend minority students. Most of the ones listed here have been found to offend Black students, but they may be just as offensive to all minorities.)

1. "You have a very good score for a Black student."
2. "You are a good employee for a minority person."
3. "This is a good salary for a female."
4. "Your statement is true, but a little strong for this department."
5. Upon announcing one's intention to integrate a job situation: "Of course, we will make sure we hire a *qualified* Black."
6. A white instructor to a Black student: "I don't understand what you people want."
7. Referring to a Black man: "You know the boy I mean."
8. An instructor to a Black student: "If I let you take the book home, will you return it to me in good shape?"
9. A white person to a Black person: "Some of my best friends are Black."
10. About any group: "They all do that."
11. A minority looks for a work-study job at 7:30 a.m.: "You should have gotten here five minutes sooner; we just hired someone for that job."
12. A white instructor to an American Indian student: "I think your people have made great progress."
13. A white instructor about Puerto Rican students: "Why should I teach them? They'll never learn."
14. A white instructor to a Black graduate assistant: "You're different from most Blacks I know."
15. A white instructor to a Black student: "Why did you come here to college? There is nothing here for you."
16. To a work-study student: "Do you like this better than housework?"
17. To a minority student: "A 'C' is a good grade for you. Of all the Black students in the class, you made the highest grade."
18. A white instructor to a history class: "Slavery was not that bad for Blacks; it was better than unemployment."
19. An instructor to his class: "With the influx of wetbacks, the welfare rolls will increase."
20. A financial aid officer to a minority student: "You don't look like you need financial aid."

Checking Out Your P.H.D. Quotient

21. An instructor to a Black student: "Are you sure you wrote this paper? It is well put together for a Black student."

22. A counselor, adviser, or instructor to a Black student: "Are your parents Black? You surely look different from most Blacks that I know. I mean you are very light-skinned."

23. Instructor to a minority student: "That's the trouble with you people; you think we owe you something."

24. Words and phrases you should never use with minority students (you should be equally careful of their use at any time):

	Groups Offensive To:
a. boy	Blacks
b. nigger	Blacks
c. gal(s)	Blacks
d. cuff	Blacks
e. you people	All
f. spijs	Puerto Ricans
g. wetbacks	Mexican Americans
h. Half-breed	American Indians
i. spade	Blacks
j. chief	American Indians
k. greaser	Mexican Americans
l. Japs	Japanese Americans
m. chinks	Chinese Americans
n. boat people	Laotian, Vietnamese refugees

It is a known fact that all persons are capable of prejudice, hostility, and discrimination, and this has been found in every walk of life: government, business and industry, homes, and family. Therefore, it is not unreasonable to assume that educators are also prejudiced and hoard feelings of nontrustworthiness, irresponsibility, nonproductivity, and a lack of intelligence toward Blacks and other minorities. According to most psychologists and teacher training institutions, people who believe negative things about a group of people react negatively toward people from that group and many times do so unconsciously. The following check-list is to help educators identify behavior they may display in and out of the classroom that is interpreted by students as prejudicial, hostile, and discriminatory. The list is not totally inclusive and is not designed to accuse anyone of prejudice, hostility, or discriminatory actions. Its purpose is to make you aware of student perceptions and the messages you may be sending to students by your actions.

	Yes	No
1. Do you set different standards of achievement for Blacks and minority students?	_____	_____
2. When awarding grades, are the lowest grades always awarded to Blacks and minority students?	_____	_____
3. Do you find yourself talking and teaching only to one group all the time?	_____	_____
4. Is your eye contact, words of praise, and encouragement almost always directed at one group?	_____	_____

5. Are your examples of productivity and high achievement exclusively one group? _____

6. Do you use teaching materials and illustrations that do not include Blacks and minorities? _____

7. Do you find yourself working on projects with only one group? _____

8. When the topic of Blacks and minorities is discussed in class, do you treat the topic as if it is not an important one? _____

9. Do you acknowledge outstanding work from Blacks and minority students? _____

10. Do you call on minorities other than when the question is minority related? _____

11. Do you systematically avoid questions on race, prejudice, discrimination, and the horrors of slavery? _____

12. Do you generalize the behavior of one minority student to the entire group? _____

13. Do you consistently get the name and identity of one Black student or minority confused with another? _____

14. When discussing sports, do you always turn to a minority student? _____

15. When discussing crime and punishment and welfare recipients, do you always turn to Blacks and minorities? _____

16. When discussing illegal aliens in this country, do you always turn to Hispanic students? _____

17. Do you associate with faculty professionals from only one group? _____

18. When in the faculty lounge, do you provide and/or support racial joking? _____

19. When asked to recommend students for scholarships and employment, do you ever recommend a Black, Hispanic, Asian, American Indian, except in those cases where the application states? _____

20. Do you become angry when colleagues suggest that you are prejudiced, hostile, and discriminate against Blacks and minority students? _____

If you find that you have answered "yes" to many of these questions, you may want to discuss your behavior with a colleague whom you trust, or attend one of the many classes on instructional training and sensitivity.

Note—Not all minority students are affected by these items and actions in the same ways and to the same degree. There are many minority students who have strong role models at home and positive self-concepts.

Helpful Hints for Pre-college Students

High school counselors and college admission personnel can help students maximize their chances for college entry, success, and graduation by advising them to do the following while in high school:

1. Work out a college preparatory curriculum with your high school counselor during your junior high school years and stick with it up to and including graduation. (See Appendix D)
2. Apply to college early.
3. Begin working with your high school counselor or college adviser about financial assistance while in the tenth year of school.
4. Make a list of college costs and build a budget. Get assistance from your parents, a family friend, a teacher, or counselor, if needed.
5. Complete a sample financial assistance application with your guidance counselor and have it evaluated by the financial aid office of the college of your choice. (Many colleges provide this service.)
6. Evaluate the types and kinds of financial assistance available within your home state. You may find this could be more economical than going out of state.
7. Involve your parents and/or guardians in your college plans early. If your parents and/or guardians are employed by a corporation, inquire about scholarships for children of employees.
8. Construct a list of the types and kinds of scholarships you qualify for or will qualify for upon graduating from high school.
9. Research the literature for scholarships designed especially for minorities.
10. Work with your high school counselor and take all tests (PSAT, ACT) necessary to qualify for financial assistance based on competition.
11. If you think the military service is exciting and of interest to you, check with your local recruiter for support available to prospective college students.
12. Explore a "work-study program" if you presently have a job with a company you like; when the future prospects are rewarding, the company may be willing to invest in your education.
13. Improve your educational records—many scholarships are awarded on merit.
14. Establish a credit history—open an account at a bank or credit union.
15. Establish a success plan for you as an *individual*. Do not concentrate on your status as a minority.
16. If you are contemplating attending a community or junior college, be just as thorough and complete in your planning as you would be if you were contemplating attending a four-year institution.

Appendices

These appendices are presented to provide additional information about the preparation of minority students. It should be used only as a counseling tool and not as an instrument to identify, label, and/or predict a student's present or future progress.

Appendix A: Where the minority students are by type of institution

Appendix B-1 and B-2: What minority students are selecting for a college major

Appendix C-1: What minority students are taking in high school—mathematics and science by racial/ethnic group

Appendix C-2: What minority students are taking in high school—mathematics and English by racial/ethnic group

Appendix C-3: What minority students are taking in high school—mathematics and science courses by course title, sex, and racial/ethnic group

Appendix D: Recommended curriculum planning for college bound students

Appendix E: Standardized test information—composite ACT and SAT scores of minority students

Appendix F: Federal programs that provide student assistance

Appendix G: Recommendations for College and University Administrators

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Appendix I: Footnotes

Appendix A: Where the minority students are by type of institution

Type of control of institution	Total enrollment	Racial/ethnic category					Nonresident alien
		American Indian/Alaskan Native	Asian or Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic	
1	2	3	4	5	6	7	8
All institutions	12,067,625	85,796	286,406	1,106,445	471,886	9,831,483	305,796
Universities	2,902,014	14,157	68,280	156,955	61,582	2,482,556	118,484
Other 4-year institutions	4,664,204	24,647	93,779	477,039	155,020	3,790,467	123,252
2-year institutions	4,521,407	46,994	124,349	472,451	255,084	3,558,470	64,059
Public institutions	9,456,423	74,224	239,710	876,070	406,150	7,656,064	204,175
Universities	2,154,293	10,121	43,782	110,533	41,220	1,866,896	76,731
Other 4-year institutions	2,973,358	18,921	68,393	327,644	115,174	2,376,121	67,105
2-year institutions	4,328,782	45,182	122,535	437,893	249,756	3,413,077	60,339
Private institutions	2,631,202	11,574	46,696	230,375	65,536	2,175,399	101,620
Universities	747,731 ¹	4,036	19,496	46,422	20,362	615,660	41,753
Other 4-year institutions	1,890,846	5,726	25,386	149,395	39,846	1,414,346	56,147
2-year institutions	192,625	1,812	1,814	34,558	5,328	145,393	3,720

¹Excludes those students whose racial/ethnic category was not reported.

Total enrollment in institutions of higher education, by racial/ethnic category and by type and control of institution: United States, fall 1980.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from the survey of Fall Enrollment in Higher Education, 1980.

Appendix B-1: What minority students are selecting for a college major

Racial/ethnic data by major field	All students					Undergraduates				
	Total	Men		Women		Total	Men		Women	
		Full time	Part time	Full time	Part time		Full time	Part time	Full time	Part time
All students	12,224,557	3,727,540	2,198,836	3,468,279	2,831,902	9,367,080	3,184,543	1,354,544	3,113,359	1,734,834
Nonresident alien	305,748	169,255	41,869	85,701	28,923	190,620	110,839	18,240	46,228	15,313
Black non-Hispanic	1,108,348	295,858	168,373	390,087	254,030	932,656	270,038	123,513	361,006	178,099
Amer Ind/Alasn Native	83,923	20,567	17,225	22,423	23,708	67,937	18,353	12,205	20,278	17,101
Asian or Pacific Isl	289,663	89,233	63,401	74,499	62,530	217,865	73,904	39,894	64,823	39,444
Hispanic	602,178	166,810	118,190	183,599	133,579	510,468	149,501	89,177	170,607	101,181
White non-Hispanic	9,834,697	2,985,817	1,787,778	2,731,970	2,329,132	7,467,536	2,561,908	1,071,515	2,450,617	1,383,496
Agriculture/Nat Resrc	145,025	81,701	17,112	36,750	9,482	125,102	72,499	11,662	33,587	7,354
Nonresident alien	6,428	4,392	956	837	243	2,743	2,040	211	405	87
Black non-Hispanic	3,328	1,787	406	916	219	2,987	1,639	301	869	178
Amer Ind/Alasn Native	967	477	190	203	97	898	453	167	195	83
Asian or Pacific Isl	1,895	926	303	502	164	1,503	746	203	428	126
Hispanic	4,525	2,203	923	933	466	4,063	2,036	770	883	374
White non-Hispanic	127,882	71,916	14,334	33,359	8,273	112,908	65,585	10,010	30,807	6,506
Arch/envrmtl design	74,872	42,737	9,337	17,639	5,159	63,717	37,155	7,666	14,760	4,136
Nonresident alien	4,623	3,044	405	1,036	138	3,077	2,063	214	714	86
Black non-Hispanic	3,619	1,902	626	862	229	3,124	1,715	540	703	166
Amer Ind/Alasn Native	294	130	77	58	29	258	119	66	48	25
Asian or Pacific Isl	2,271	1,176	370	576	149	1,899	1,012	294	479	114
Hispanic	3,403	1,787	739	639	238	3,083	1,638	662	582	201
White non-Hispanic	60,662	34,898	7,120	14,468	4,376	52,276	30,608	5,890	12,234	3,544
Biological sciences	279,640	120,608	25,399	105,512	28,121	233,293	103,503	14,951	95,118	19,721
Nonresident alien	8,690	4,555	812	2,771	552	5,268	2,857	275	1,900	236
Black non-Hispanic	19,474	6,420	1,354	9,576	2,124	17,888	6,006	1,039	9,099	1,744
Amer Ind/Alasn Native	1,432	521	154	563	194	1,274	465	120	535	154
Asian or Pacific Isl	8,960	3,959	814	3,430	757	7,525	3,453	513	3,048	511
Hispanic	18,262	6,603	1,703	7,901	2,055	17,081	6,305	1,319	7,716	1,741
White non-Hispanic	222,822	98,550	20,562	81,271	22,439	184,257	84,417	11,685	72,820	15,335
Business and mgmt	1,693,460	623,825	310,938	468,762	289,935	1,419,930	572,128	192,303	444,137	221,362
Nonresident alien	42,269	24,307	5,444	9,379	3,139	18,770	16,888	2,492	7,441	1,949
Black non-Hispanic	158,977	48,372	20,636	61,363	28,606	145,133	45,934	15,876	59,410	23,913
Amer Ind/Alasn Native	8,185	2,339	1,495	2,423	1,928	7,140	2,183	1,087	2,311	1,559
Asian or Pacific Isl	32,546	9,426	7,361	9,430	6,329	25,538	7,944	4,438	8,615	4,541
Hispanic	84,511	27,113	14,632	27,671	15,095	76,867	25,824	11,248	26,572	12,923
White non-Hispanic	1,366,972	512,268	261,370	358,496	234,838	1,146,483	473,355	157,162	339,487	176,477
Engineering	620,248	414,798	127,561	59,505	18,384	540,875	379,225	92,160	55,671	13,819
Nonresident alien	57,881	46,881	7,355	3,081	564	38,526	32,627	3,308	2,303	288
Black non-Hispanic	32,093	18,380	6,585	5,787	1,341	30,315	17,656	5,682	5,647	1,130
Amer Ind/Alasn Native	2,530	1,382	775	249	124	2,298	1,333	620	240	105
Asian or Pacific Isl	24,248	14,900	5,879	2,676	793	19,496	13,214	3,366	2,436	480
Hispanic	22,226	13,884	5,373	2,209	760	20,434	13,302	4,377	2,126	629
White non-Hispanic	481,270	319,371	101,594	45,503	14,802	429,806	300,893	74,807	42,919	11,187
Dentistry	22,929	18,877	97	3,936	19	—	—	—	—	—
Nonresident alien	287	216	2	69	—	—	—	—	—	—
Black non-Hispanic	1,029	621	22	382	4	—	—	—	—	—
Amer Ind/Alasn Native	51	42	—	9	—	—	—	—	—	—
Asian or Pacific Isl	972	740	1	231	—	—	—	—	—	—
Hispanic	770	550	—	220	—	—	—	—	—	—
White non-Hispanic	19,820	16,708	72	3,025	15	—	—	—	—	—

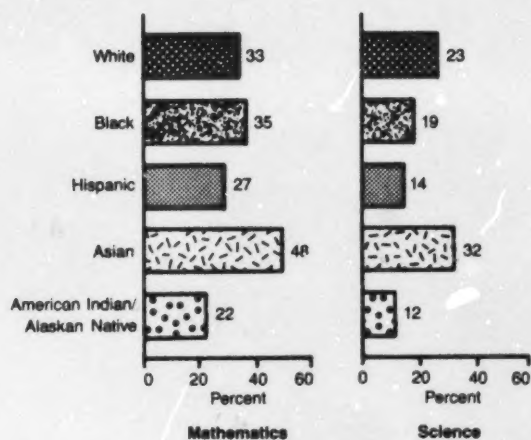
Appendix B-2: What minority students are selecting for a college major

Racial/ethnic data by major field	All students					Undergraduates				
	Total	Men		Women		Total	Men		Women	
		Full time	Part time	Full time	Part time		Full time	Part time	Full time	Part time
Medicine	74,879	55,191	361	19,122	205	—	—	—	—	—
Nonresident alien	583	441	5	114	3	—	—	—	—	—
Black non-Hispanic	4,011	2,286	13	1,717	15	—	—	—	—	—
Amer Ind/Alaan Native	245	189	5	71	—	—	—	—	—	—
Asian or Pacific Isl	2,649	1,867	10	769	3	—	—	—	—	—
Hispanic	3,115	2,257	14	832	12	—	—	—	—	—
White non-Hispanic	64,296	48,191	314	15,619	172	—	—	—	—	—
Veterinary medicine	8,164	4,944	38	3,164	20	—	—	—	—	—
Nonresident alien	43	30	—	13	—	—	—	—	—	—
Black non-Hispanic	174	76	4	93	1	—	—	—	—	—
Amer Ind/Alaan Native	18	10	—	8	—	—	—	—	—	—
Asian or Pacific Isl	75	34	—	41	—	—	—	—	—	—
Hispanic	86	62	—	24	—	—	—	—	—	—
White non-Hispanic	7,768	4,732	32	2,985	19	—	—	—	—	—
Law	119,757	67,083	11,947	34,676	6,051	49	18	—	31	—
Nonresident alien	752	519	54	168	11	—	—	—	—	—
Black non-Hispanic	5,736	2,529	539	2,261	410	6	—	—	6	—
Amer Ind/Alaan Native	409	220	37	135	17	3	2	—	1	—
Asian or Pacific Isl	1,686	856	149	599	82	4	—	—	—	—
Hispanic	3,701	2,079	311	1,146	165	5	1	—	4	—
White non-Hispanic	107,473	60,880	10,860	30,367	5,366	31	13	—	18	—
Physical sciences	174,993	102,542	23,870	34,951	11,630	133,738	80,790	13,504	31,936	7,508
Nonresident alien	10,800	7,429	1,362	1,651	358	4,314	3,043	318	852	101
Black non-Hispanic	7,482	3,397	990	2,397	698	6,491	3,066	713	2,245	467
Amer Ind/Alaan Native	709	351	122	166	70	613	316	89	154	54
Asian or Pacific Isl	4,484	2,438	661	1,077	318	3,245	1,848	322	900	175
Hispanic	5,128	2,525	741	1,357	505	4,489	2,258	561	1,257	413
White non-Hispanic	146,380	88,402	19,994	30,303	9,681	114,586	70,259	11,501	26,528	6,298
All other	9,010,590	2,195,234	1,670,178	2,682,262	2,462,916	6,860,376	1,939,225	1,022,296	2,436,119	1,460,734
Nonresident alien	173,412	77,441	25,474	46,582	23,915	107,922	51,321	11,422	32,613	12,566
Black non-Hispanic	872,425	210,108	137,201	304,733	220,383	726,712	193,822	99,362	263,027	150,501
Amer Ind/Alaan Native	69,063	14,926	14,370	18,538	21,249	55,453	13,482	10,056	16,794	15,121
Asian or Pacific Isl	209,867	52,911	47,853	55,168	53,935	158,655	45,685	30,758	48,715	33,497
Hispanic	456,451	107,747	93,754	140,667	114,261	384,444	98,137	70,240	131,167	84,900
White non-Hispanic	7,229,352	1,732,101	1,351,526	2,116,574	2,029,151	5,197,190	1,536,778	800,460	1,925,803	1,164,149

Notes: Enrollment in institutions of attendance status of student and by major, fall 1980

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fall Enrollment in Colleges and Universities, 1980.

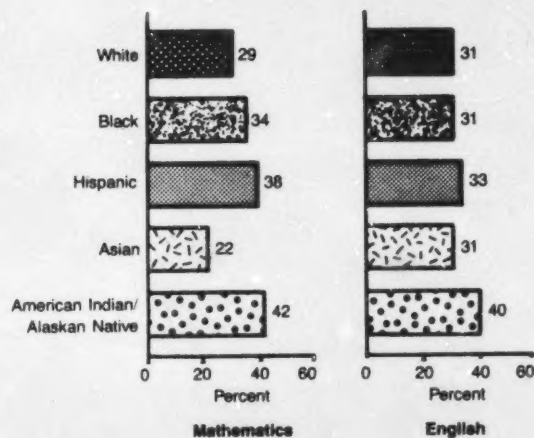
Appendix C-1: What minority students are taking in high school—mathematics and science by racial/ethnic group



Percentage of 1980 high school seniors taking three years or more of coursework in mathematics and science, by racial/ethnic group

SOURCE: U.S. Department of Education, National Center for Education Statistics, *High School and Beyond—a national longitudinal study for the 1980's*.

Appendix C-2: What minority students are taking in high school—mathematics and English by racial/ethnic group



Percentage of 1980 high school seniors taking remedial coursework in mathematics and English, by racial/ethnic group

SOURCE: U.S. Department of Education, National Center for Education Statistics, *High School and Beyond—a national longitudinal study for the 1980's*.

Appendix C-3: What minority students are taking in high school—mathematics and science courses by course title, sex, and racial/ethnic group

Course	Sex			Racial/ethnic group				
	All seniors	Male	Female	Hispanic	Black	White	American Indian/ or Alaskan Native	Asian or Pacific Islander
Algebra I	79	79	79	67	68	81	61	88
Algebra II	49	51	47	38	33	50	32	76
Geometry	56	58	55	39	38	60	34	79
Trigonometry	26	30	22	15	15	27	17	50
Calculus	8	10	6	4	5	8	5	22
Physics	19	26	14	15	15	20	17	35
Chemistry	37	39	35	26	28	39	24	59

Percentage of 1990 high school seniors taking mathematics and science courses, by course title, sex, and racial/ethnic group

SOURCE: U.S. Department of Education, National Center for Education Statistics, *High School and Beyond—a national longitudinal study for the 1990's*.

Appendix D: Recommended curriculum planning for college bound students

Ninth Grade

Algebra I or Geometry
A Science
English
Foreign Language
Social Studies
Physical Education

Tenth Grade

Geometry or Algebra II
A Science (Biology)
English
Continued Study
of a Foreign Language
Social Studies
Physical Education

Eleventh Grade

Algebra II or Trigonometry
Chemistry or Physics
English
Social Studies
Continued Study
of a Foreign Language
Physical Education

Twelfth Grade

Trigonometry or Calculus
Physics
English
Social Studies
Continued Study
of a Foreign Language
Physical Education

Appendix E: Standardized test information—composite ACT and SAT scores of minority students

	SAT-V						
	76	77	78	79	80	81	82
American Indian	388	390	387	386	390	391	388
Black	+ 332	330	322	330	330	332	341
Mexican-American	+ 371	370	370	370	372	373	377
Oriental	- 414	405	401	396	396	397	398
Puerto Rican	- 364	355	349	345	350	353	360
White	- 451	448	446	444	442	442	444
Other	- 410	402	399	393	394	388	392
No Response	- 410	409	412	409	401	399	400
Total	- 431	429	429	427	424	424	426

Average ACT Composite:

All Students	18.4
White Students	19.3
Black Students	12.5

Percentage of students earning an ACT Composite of 15 and above:

All Students	75%
White Students	81%
Black Students	31%

A considerable body of evidence indicates that tests are best at identifying at one end of the spectrum those students who are most likely to distinguish themselves academically and students at the other end of the spectrum who are most likely to fail—they are insufficient for determining the academic success of students found between these extremes, and *do not* measure determination.

	SAT-M						
	76	77	78	79	80	81	82
American Indian	+ 420	421	419	421	426	425	424
Black	+ 354	357	354	358	360	362	366
Mexican-American	+ 410	408	402	410	413	415	416
Oriental	- 518	514	510	511	509	513	513
Puerto Rican	- 401	397	388	388	394	398	403
White	- 493	489	485	483	482	483	483
Other	- 458	457	450	447	449	447	449
No Response	- 443	447	449	447	442	440	439
Total	- 472	470	468	467	466	466	467

+ = scores increased
- = scores declined

SAT Averages by ethnic group, 1976-1982

Source: The College Board, *ATP Racial/Ethnic Data Report*, 1981.

Appendix F: Federal programs that provide student assistance

Student Financial Aid Programs

Pell Grants (formerly the Basic Educational Opportunity Grant [BEOG] program)
Supplemental Educational Opportunity Grants (SEOG)
College Work-Study Program
National Direct Student Loan Program (NDSL)
Guaranteed Student Loan Program (GSL)
State-Student Incentive Grants

Special Programs (Access and Persistence)

Upward Bound
Talent Search
Special Services for Disadvantaged Students (SSDS)
Educational Opportunity Centers (EOC)
College Assistance Migrant Program

Professional Training and Human Resource Development

Minority Access and Research Centers
Minority Biomedical Support
Legal Training for the Disadvantaged
Bilingual Education Programs
Indian Education—Fellowships for Indians Students
Health Professions Recruitment Program for Indians
Health Professions Preparatory Scholarship Programs for Indians
Health Professions Scholarships for Indians
Pre-freshman and Cooperative Education for Minorities and Indians
Staff Training for Special Programs Staff and Leadership Personnel
Graduate and Professional Opportunities Programs

For more information about the above programs, contact the Financial Aid Office at your local university or call the Office of Student Financial Assistance in the U.S. Department of Education in suburban Maryland at 301-984-4070.

Bibliography

Appendix G: Recommendations for College and University Administrators

Plan for the American college student of the future. Demographers point out the following:

Minorities constitute the majority of K-12 school enrollment in 23 of the nation's largest cities.

Seventy-three (73) percent of all Black students enrolled in higher education are in predominantly white institutions.

Establish an all-university committee on minority concerns. Charge them with the responsibility of evaluating and recommending ways to improve the identification, recruitment, financial aid delivery, quality of life, retention, and graduation of minority students.

Develop the philosophy and provide the leadership that demonstrates that your institutions have a responsibility to each student they recruit and enroll, and this responsibility means that the necessary academic assistance, counseling, financial aid and other supportive services will be made available to all students who require such services to complete the degree.

Develop within your university a graduate (*GYO) program that will ensure the training of not less than 16 percent of minority students each year for advanced M.A. and Ph.D. degrees. (The exclusion of minorities from graduate programs and professional schools denies younger minorities the mentors and role models they need to succeed in undergraduate and graduate programs.)

Do not attempt to develop and/or implement your affirmative action efforts on "soft money." Make such efforts a top priority. Communicate your support through your actions: What you say, to whom you say it, and what you do and the support you provide is the best testimony of your commitment. Strong, direct leadership is the first step toward progress in this area. Give the Affirmative Action/Equal Opportunity Program your best and demand only the best from the program.

Place the leadership of your Affirmative Action/Equal Opportunity efforts at the vice presidential level, thereby ensuring direct input for policy opportunities. This will reduce "after the fact" consideration of minority concerns.

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*grow your own

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